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MANUAL

OF THE

LANCASTERIAN SYSTEM,

OF TEACHING

READING, WRITING, ARITHMETIC, AND NEEDLE-WORK,

AS PRACTISED IN THE SCHOOLS

OF THE

FREE-SCHOOL SOCIETY,

OF

NEW-YORK.

New-York:

PUBLISHED BY ORDER, AND FOR THE BENEFIT OF THE FREE-SCHOOL SOCIETY. FOR SALE BY SAMUEL WOOD AND SONS, AND COLLINS AND CO.

Samuel Wood and Sons Printers.

1820.

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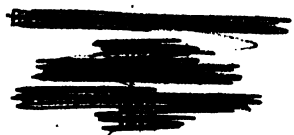

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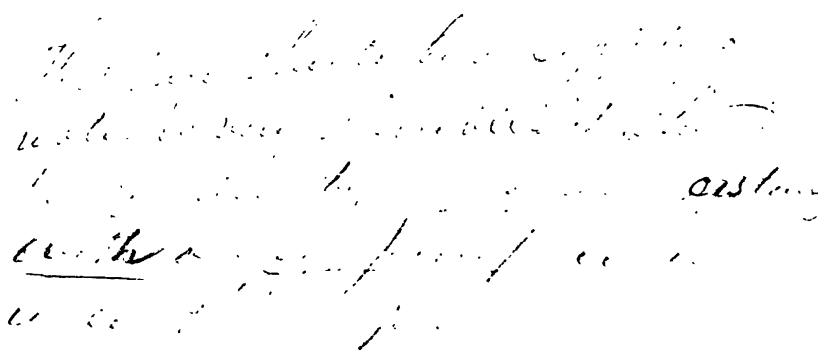
PREFACE.

The Trustees of the Free-School Society of New-York, believing that the interests of elementary education would be much advanced by the introduction of the Lancasterian System, in whole, or in part, into all the common schools in the State; offer the privilege of their establishments, for the gratuitous instruction of teachers, or persons intending to become so, in the peculiarities of that mode of tuition. As a further mean for the promotion of this desirable object, the Trustees now present to the public a Manual of the improved Lancasterian System of Instruction, as practised in their schools.

The Manual published in 1816, by the British and Foreign School Society, having met the approbation of the public, and the general arrangement, and a large portion of the detail of that work, being suited to the New-York Schools, the Trustees have adopted it as the basis of the present publication. Some parts of the English Manual are inapplicable in this country, and others are not now practised in that, more recent improvements having been adopted.

In the compilation of this work, the British Manual was carefully examined; such parts thereof adopted as were thought suitable, and alterations and additions made, calculated to render it a clear statement of the system as practised in New-York; and it is committed to the press, with a belief, that as a Lancasterian Text Book, it will be found well calculated for the use of teachers, and for general information.



MANUAL

OF

THE SYSTEM PRACTISED

IN THE

NEW-YORK FREE-SCHOOLS.

For the sake of distinctness and easy reference, the subject is divided into three parts :—The first, treats of the School-Room and its apparatus :—The second, of the manner of teaching :—The third, of the discipline of the school, including the qualifications and duties of the Master and Monitors.

PART FIRST.

The School-Room and its Apparatus.

The situation of the school-room should be as retired and quiet as circumstances will admit.

It is highly desirable, even if the school should not be very large, that there should be space enough for a play ground, or yard, in which the children may assemble before they go into school, or during the hours of recreation. It should be enclosed by a wall of suitable height; and ought to have a communication with the street, without passing through the school. There should be a good supply of fresh water, either from a pump or cask, with conveniences for the children to wash their hands and faces. It would also be desirable for the accommodation of the pupils, that one side of the yard should be furnished with seats ; and a part be covered, in order to protect the children from inclemency of weather.

General Arrangement of the School-Room.

The length of the School-room should be about twice as great as the breadth.

The height of the walls should be proportioned to the length of the room. It may vary from 11 feet to 16 feet at discretion, or may be

equal to the fourth part of the length of the appartment. The wall should be lime whitened, which, while it will give a neat and clean appearance, reflects light, and will contribute to the preservation of health. As it is of great importance to admit as much light as possible into the school, there must be a considerable number of windows. The lower part of the windows should be five feet from the floor; that the wall may be at liberty for the reading lessons, &c. which are to be attached to it.

The roof should be ceiled, which will considerably diminish the heat in summer, and cold in winter; as well as improve the appearance of the room. But as it is of great consequence to prevent the reverberation of sound, the ceiling should be as high as possible.

There should be holes in the ceiling, or in the wall near it, to let foul air escape. This must be effected by a sufficient number of tubes so contrived, that they may be opened or shut at pleasure; and at the same time, fresh air might be admitted from the outside of the building, by tubes communicating with the lower part of the room.

There should be neither projections in the walls, nor pillars to support the roof, which would interfere with the arrangement of the school; and obstruct the view of the master and of visitors. But if pillars be necessary, let them be placed at each end of the forms, but never in the middle of the room.

In order that the children may be completely seen by the master, it is of great importance that the floor be an inclined plane, rising nine inches in twenty feet from the lowest part, near the master's desk, to the upper part of the school, where the highest or eighth class is situated.

At the lower end is the platform, elevated in proportion to the length of the room, from two to three feet. The length and breadth of the platform, must be in proportion to the size of the room. See plate 1, letter A.

The centre of the platform, is the place for the master's desk; and on each side there must be a small desk for the principal monitors.

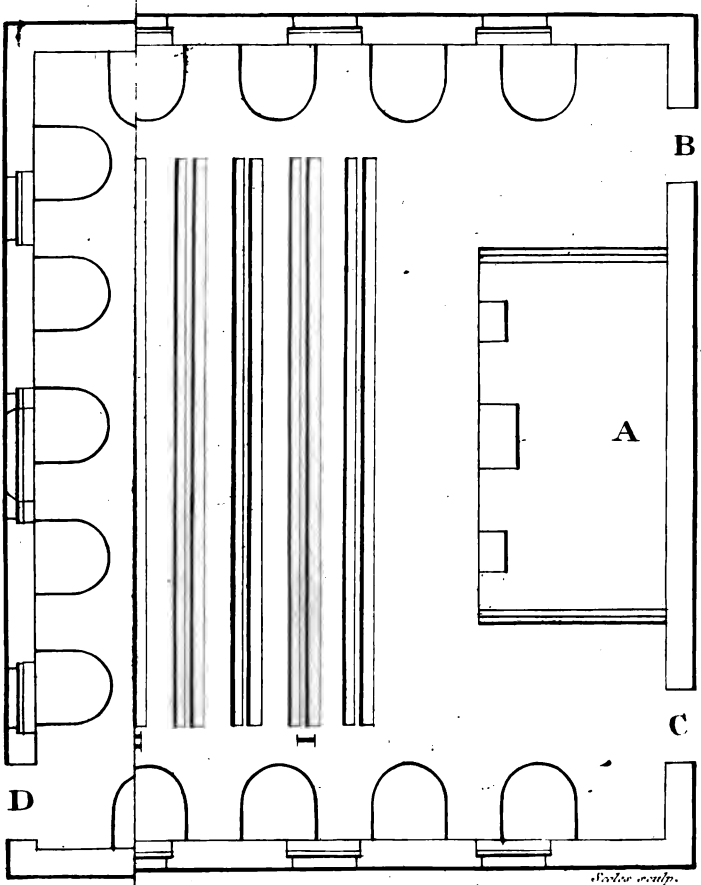
The entrance door, should be on the side of the platform, at the master's end of the school, in order that the visitors on entering, may have a commanding view of all the children at once. In plate 1 there are two doors, B and C, communicating with the street, in order to afford an easier egress in case of a large school; the door at the other end, D, opens into the play ground.

Whatever may be the size of the school-room, it may be sufficiently warmed by means of stoves.

The middle of the room is occupied with forms, a passage being left between the end of the forms and the wall, full six feet broad; where the children form draughts for reading.

The forms and desks must be fixed firmly to the floor; the number of supports will be in proportion to the length of the desks. The corner of the desks and forms, are to be made round, in order that the children may not hurt themselves.

30 40


B
A
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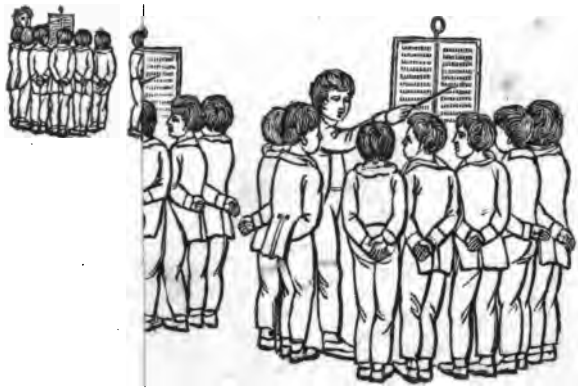


Forms and Desks of the First, or Sand Class.

The sand desks for the first class, are three in number, in a school consisting of 500 children; two for a school of from 200 to 300 children; only one is required for a school of 100 or under. The sand desks are placed next the platform, at the distance of six feet; the height of a sand desk is two feet; and of the form 14 inches. The horizontal distance between the desk and its form is 3 inches.

The forms should be six inches broad; the desk nine inches; and the top horizontal. A space of five inches taken from the width of the desk, is necessary to confine the sand, in which the children trace the letters of the alphabet. The remaining space nearest the child, supports the left arm whilst forming the letters. The sand should be kept upon the desk by means of a ledge about half an inch high. A hole an inch wide, is made at the extremities of each desk, under which is placed a drawer to receive the superfluous sand, when it is made even with the sand-smoother.

The sand employed for this purpose should be very fine and dry; the top of the horizontal desk in which it is spread, should be painted black: the sand should be so spread upon the desk as to form a very thin layer.

Every sand desk has a smoother, made of sole leather, with three notches in it, for the purpose of ruling the sand, which will greatly facilitate the children in forming their letters.

Alphabet-Wheel and Stand.

The letters of the alphabet, which are to be imitated by the children in sand, must be placed before them in a large size, either upon a simple moveable stand, See plate, 3 or they may be exhibited by the alphabet-wheel.

This is formed of two circular boards, each about four feet in diameter; supported in a vertical position; the front one fixed to a perpendicular stand; the other immediately behind it, and revolving on an axis. In a circle, upon the inner surface, and near the circumference of the revolving board, the roman capitals are painted in the order of the alphabet.

The letters E F, and M W, are added at the end of the alphabet, as well as in their regular order. Those letters so nearly resembling each other, it is of consequence that the pupils should be readily able to distinguish them. The height of the letters is about 3 inches.

On the same side of the revolving board, is an inner circle, the small roman letters are painted in the order of the alphabet, each small letter standing under its corresponding capital. The letters b d, and p q, are added at the end of the alphabet, making the number of letters in each, thirty. The board is painted black; the letters white.

An oblong opening is made through the front board, perpendicular to and near the upper point of its circumference. This opening is but little larger than the space occupied by a capital, and its corres-

ponding small letter on the revolving board ; so that when the latter is turned on its axis, the letters are seen in succession through the opening. Sliders are made to cover the small letters and show the capitals, or to cover the capitals and show the small ones at pleasure. See plate 3. The alphabet wheel is placed in an oblique situation, to the right of the sand desk, so that all the children in the first or sand class, may have a view of it at once.

Forms and Desks of the Writing Classes.

The desks of the second class, come immediately after those of the first class. They are to be three inches higher than the latter. The desks are inclined planes, rising from one to two inches, according to the breadth. Those of the second, third, fourth, fifth, sixth, and seventh classes, are ten inches broad, including the horizontal slip.

The desks of the eighth, or highest class, are twelve inches broad, including the horizontal slip. All the desks are furnished with ledges along their least elevated sides, in order to prevent the slates from falling.

On the outer edge of the horizontal part of the desks, places are made to receive the slates when the operations of the school are closed. See plate 4.

Each desk is furnished with a drawer, where the pencils are deposited when the school is closed.

The forms are seven inches broad, and made with holes to receive the childrens hats. See plate 3.

Inkstands,

Are only placed on those desks where the children assemble to write on paper ; they are made of stone ware : holes are made in the horizontal part of the desks to receive them ; and it is so contrived that they do not rise above the level of the desks, that they may not prevent the movements of the slates : they are taken out at pleasure.

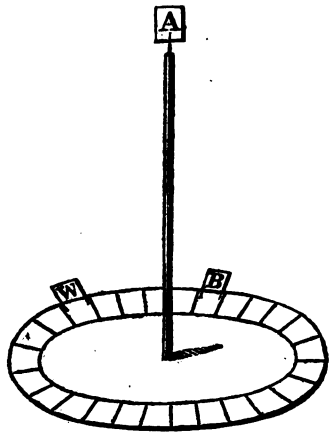
Monitor's Seats and Desks.

At the head of each desk, is fixed an elevated seat and desk, so contrived as to be moved at pleasure. These desks, at which the monitors and their assistants are stationed, give them a commanding view of their classes, and contribute very much to preserve order. See plate 4.

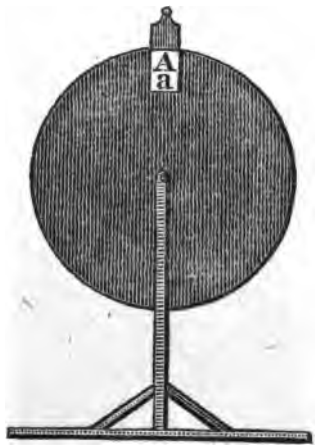
Draught Stations for Reading.

On the floor of the passages, adjoining the walls. stationsare formed, round which the children assemble to read ; these stations are

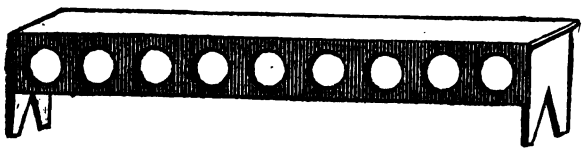
Plate 3.



Moveable Stand.

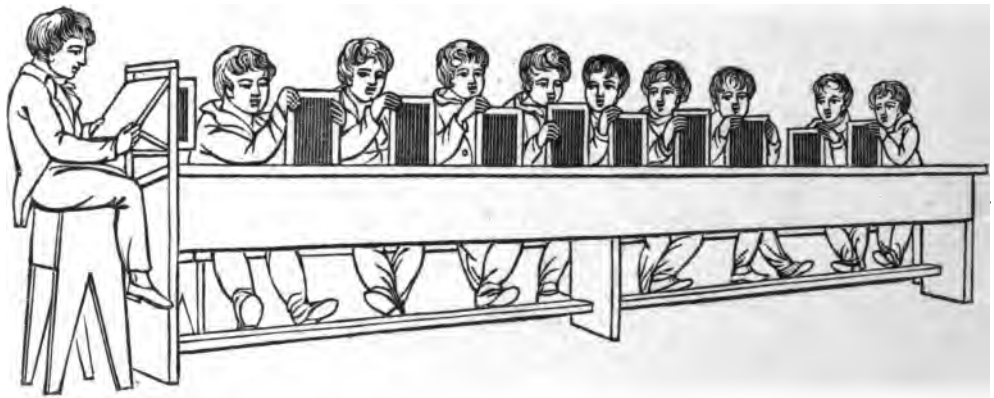


Alphabet-Wheel.



Bench with holes for Hats.

Plate 4.



Monitor's Seat and Desk.

made by drawing two parallel lines 2 feet in length, and 3 or four feet apart, and joined by a semi-circle. The draught stations should not be less than two feet apart: they may be either indented in the floor, or painted black. See plate 1.

Slates and Pencils.

Slates and pencils are substituted in these schools for paper and pens, which are only used in the higher classes. This plan is economical, and accelerates the progress of the children in writing. Besides, the slates enable them to execute with precision, the evolutions which form the gymnastic part of the system.

Paper, Pens, and Ink.

All pupils, that are, in the opinion of the teacher, qualified to write upon paper, are furnished with copy-books and pens.

Copies for writing.

The children who write in copy-books, are all provided with copperplate copies, which they are to endeavour to imitate. These copies are pasted upon slips of pasteboard.

Alphabet Board.

The alphabet board should be at least 26 feet long, (if the room will admit of it) and 3 feet broad, painted black, upon which are written large and small letters in two lines. These letters are in the writing character: the alphabet board is fixed near the ceiling of the school, in such a manner that the children in all the classes may distinguish the letters, and imitate them on their slates. The letters should be large, and painted white. The nine digits are also painted on this board.

Lesson Boards.

These are of two sizes. The larger are called reading boards, and are used for pasting the spelling, reading, and arithmetic lessons on; they should be in size agreeable to the lessons made use of. They are suspended round the room, upon round headed nails, which are driven into strips of boards about three inches broad, and fixed to the walls of the school. The smaller boards are called dictating boards, and are hung in a convenient place near the platform.

Class lists.

These lists are pasted upon large boards. Every class has a board of this kind which is hung against the wall opposite the class.

These lists contain the names of the children in each class. They are divided into four sets of six columns, being one for each school-day in the four weeks of the month, and which sets are separated by larger columns for observations, &c. See plan. Page 14

PLAN OF CLASS LIST.

Date.

No.	NAMES.	First Week.						Report.	Second Week.						Report.	Third Week.						Report.	Fourth Week.						Report.
		M	T.	W	T.	F.	S.		M	T.	W	T.	F.	S		M	T.	W	T	F.	S		M	T.	W	T.	F	S.	
1	J. Jones.	+	—	|	+	+	—	3						Truant														
2	W. Bond.	+	+	+	+	+	—	1	+	|	|	+	+	—														
3																													
4																													
5																													
6																													
7																													
8																													
9																													

We shall describe in the third part, the plan which is employed to mark the absentees, by means of these lists. They must be renewed every month.

Monitors' Pointers.

These pointers are two feet long ; their termination ought to be very round, in order that the children may not hurt themselves. The number of these pointers is the same as that of the reading draughts. The thick end of the pointer has a hole through it, in order to admit the string by which it is suspended upon a nail, at the draught station. They should be made of hard wood.

The Whistle.

The whistle is useful for the different movements that take place in the evolutions.

The Bell.

The bell is made use of to enjoin silence. This should he placed on the master's desk.

The Clock.

The clock is a convenient appendage to a Lancasterian school; it should be fixed to the wall behind the master's desk.

Registers.

The registers are three in number. 1st. School register. See page 17. 2d. Literary register, showing the progressive improvement of the children. See page 18. 3d. Weekly register, or the teacher's weekly report of the state of the school. See page 19.

Library.

The school should have a collection of amusing and instructive books, to be chosen by the committee, which may be lent to the best pupils, as a reward for their good conduct. This library is conducted by one of the monitors (under proper regulations) who is styled librarian.

GENERAL RULES FOR FITTING UP SCHOOL-ROOMS.

1st. The space or passage between a form and the next desk should be 18 inches.

2d. The horizontal space between a desk and its form 3 inches.

3d. The passage between the wall and the ends of the forms and desk, 6 feet.

4th. Every child being seated upon his form, occupies a space of 18 inches in the length of the desk.

Dimensions of School-Room for 500, 390, 300, 192, and 160 Boys.

The same proportions to be followed for a larger or smaller number.

For 500.—Length 97 feet.—Breadth 42 feet.

	feet.		feet.
Platform - - -	10	Passages on both sides -	12
Passages - - -	12	Lengths of Desks - -	30
25 desks, 3 feet each -	75		
Length	97	Breadth	42

Allowing 18 in. to each boy, one desk will hold 20: $20 \times 25 = 500$

For 390.—Length 91 feet. Breadth 37½ feet.

	feet		feet.
Platform - - -	10	Passages - - -	12
Passages - - -	12	Length of desks - -	25½
23 desks, 3 feet each -	69		
Length	91	Breadth	37½

Allowing 18 in. to each boy, one desk will contain 17: $17 \times 23 = 391$

For 300.—Length 81 feet. Breadth 34½ feet

	feet.		feet.
Platform - - -	9	Passages - - -	12
Passages - - -	12	Length of desks - -	22½
20 desks, 3 feet each -	60		
Length	81	Breadth	34½

Each desk will contain 15 boys: $15 \times 20 = 300$.

For 192.—Length 68 feet. Breadth 30 feet.

	feet.		feet.
Platform - - -	8	Passages - - -	12
Passages - - -	12	Length of the desks - -	18
16 desks, 3 feet each -	48		
Length	68	Breadth	30

Each desk will contain 12 boys: $12 \times 16 = 192$.

For 160.—Length 67 feet. Breadth 27 feet.

	feet.		feet.
Platform - - -	7	Passages - - -	12
Passages - - -	12	Length of desks - -	15
16 desks, 3 feet each -	48		
Length	67	Breadth	27

Each desk will contain 10 boys: $10 \times 16 = 160$.

No. 1.

SCHOOL REGISTER.

No.	Name.	Age.	Residence.	Native Place	What Parents.	Parents' occupation	When Admitted.	When Discharged.
1	Abbott R.	6	25 Pearl-street	New-York.	Mother.	Semstress.	12 Dec. 1817.	May, 1819.
2	Abel Thos.	7	20 Oak-street	New-York.	Both.	Labourer.	1 May, 1818.	Sept. 1819.
3								
4								
5								
6								
7								
8								
9								

No. 2.

LITERARY REGISTER.

Numbers.	Names.	When Admitted.	Reading Classes. 1	2	3	4	5	6	7	8	Writing Classes on Slates.	Writing Classes on Paper.	Arithmetic Classes. Addition and Subtraction.	Multiplication and Division.	Compound of 4 first rules.	Reduction.	Rule of Three.	When Discharged.	General Character.	Destination.
1	Adams John	1 May, 1810.	—	$\frac{5}{1}$	$\frac{9}{10}$	$\frac{7}{12}$	$\frac{9}{30}$	—	—	—			$\frac{10}{1}$	—	—	—	—	1 June, 1812	Good.	Trade.
2	Brown Thos	5 May, 1811.	—	—	—	$\frac{5}{8}$	$\frac{7}{10}$	$\frac{10}{12}$	—	—			$\frac{7}{10}$	$\frac{11}{12}$						

$\frac{5}{1}$ means 5th mo. 1st. the time John Adams was put into the 2d class.

No. 3.

TEACHER'S REPORT TO THE COMMITTEE.

Admitted from the Committee, having Tickets since last Report, - - - - - - - - -		20
Recorded in the Register, as admitted by the Committee, - - - - - -	550	
Of whom were discharged, since last Report, - - - - - - - - -	10	
		540
Total, as recorded in the Register this day, - -		560

Total number of children present this day, 495

} Teacher of
} School No. One.

School No. One day of 18

N. B. School No. One will accommodate 500 Scholars.

19

PART SECOND.

Division of the School into Classes.

The value of this system consists in facilitating in an eminent degree, the business of instruction in the elementary branches of knowledge. It is founded upon a principle of order and dicipline, by which the pupils, under the direction of the master, pursue a course of mutual instruction; those who have made the greatest progress in reading, writing, and arithmetic, transmitting the knowledge which they possess to others less advanced than themselves.

These pupils have the title of Monitors. Thus by employing the children as teachers, in carrying forward instruction in the different classes, a single master, or professor, may superintend a school of 500, or 600 children.

In the first organization of a school, there must be a division into classes, those pupils being placed together whose abilities, or proficiency are nearly equal, either in reading, or arithmetic. From this circumstance proceeds two classifications. When the children are engaged in reading, the pupils are placed according to their abilities in reading. And when they are engaged in ciphering, the pupils are classed according to their abilities in arithmetic.

The consequence of this arrrangement is, that the pupils of a class of reading or arithmetic, are on a level: they have the same degree of knowledge to acquire, and the same duties to fulfil, in order to qualify them for a superior class.

In reading, the whole school is divided into 8 classes.

The 1st. class, learn the Alphabet.
2d. class, words and syllables of 2 letters.
3d. class, do 3 letters.
4th. class, do 4 letters.
5th. class, reading lessons of one syllable.
6th. class, do 2 syllables.
7th. class, read the testament.
8th. class, read the bible; and from this class a selection of the best readers is made, who are privileged to read such other books as may be selected by the board of trustees.

Elementary Instruction, as it respects arithmetic, has been divided into 10 classes. In each of these classes the pupils learn a single rule of arithmetic, either simple or compound. In this branch also, the first class is composed of beginners, and the 10th of the most skilful.

+ Each [illegible] & sub divisions of chapter [illegible]

The 1st class—pupils who are learning to make and combine figures, as units, tens, &c.
2d class—simple addition.
3d class—simple subtraction.
4th class—simple multiplication.
5th class—simple division.
6th class—compound addition.
7th class—compound subtraction,
8th class—compound multiplication.
9th class—compound division.
10th class—higher rules of arithmetic; as reduction, rule-of-three, practice, &c.

In this system, writing in the first instance is rather employed as a mean of instruction than an object. The children learn to read letters, syllables, and words, by writing them on their slates before they read them upon the boards or in books. Thus they learn to read and write at the same time. Consequently there is no particular classification in writing.

ON THE THREE METHODS EMPLOYED IN TEACHING THE SEVERAL BRANCHES OF ELEMENTARY INSTRUCTION.

First—Dictation.

The children are seated upon the forms of the school, and arranged according to the gradation of the eight reading classes. Each class is superintended by a monitor; but if a class occupy more desks than one, an assistant monitor must be appointed to superintend each extra desk; this appointment is made by the monitor general of order, and if approved of by the master, he enters upon the duties of his station, but in no case can an assistant be chosen from any class lower than the fifth.†

The signal being given by the monitor general of order for beginning the exercise, the dictator takes his stand in the passage opposite the monitor of the eighth class, and in an audible tone dictates a word from the lesson of the eighth class; this is repeated by the monitor, and the children of the class begin writing: he goes next to the seventh class and so on down to the second.

When the dictator has given out six words or syllables for each class, he takes his stand upon the first desk of the sand-class, and as soon as the different classes have each written the six words (which is known by the monitor of the class standing up) he orders the school to prepare for inspection, upon which every boy puts his hands behind. The monitors then leave their seats, and after having inspected the assistant monitors' slates, they all go down in the rear of their boys,

correct the errors in spelling, if any, and show the manner in which the letters should be formed. When the monitors arrive at the foot of their respective desks, the inspection is finished. The dictator (who is still stationed on the first desk of the sand class) then gives the order to clean slates; this being done, the monitors return and examine the slates to see that they be clean.

The dictator leaves his station on the first desk and continues giving out suitable words to each class, until the business of dictation be finished.

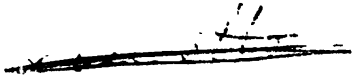
Second—Reading from Boards.

The pupils stand in draughts round the walls of the school-room; (see plate 2) these draughts are composed of eight or nine boys, superintended by a reading monitor, who is called a draught monitor, on account of the children being drawn out in draughts from their classes. The monitor directs his pointer to the lesson that the children are to read, one after another.

These lessons are printed in large letters upon detached sheets, the union of which forms a book sufficient for a school of 500 children. The child who is first called upon stands close to the wall and opposite the monitor. If he read correctly he keeps his place; if he mistake, the draught monitor says, "the next." Then the pupil who stands next corrects the one who had mistaken, and if he read right, the draught monitor makes a sign with his hand that he should take the higher place; if the second child also mistake, the monitor again says, "the next." The pupil who stands third in the draught must read the lesson and correct the mistake which has been made by the first and second child. This being done, he is raised to the top of the draught, and the two first children are each obliged to go one place lower. In this manner the first child is corrected by the second, the second by the third, the third by the fourth, the fourth by the fifth, and so on.

Third—Spelling.

The pupils remain standing in draughts. At a signal given by the monitor general of reading, the reading or draught monitors take away the boards from the walls, and spell the children extempore. In this method the same emulation is excited, as the pupils take precedence according to their answers.



THE ALPHABET, OR, THE FIRST CLASS.

The only business of the pupils in the first class is, to learn the letters of the alphabet, and the first method used to teach them is

Dictation.

Consequently the children are seated on the forms belonging to the first class; opposite them is the alphabet-stand or wheel, on which all the letters of the alphabet are represented. The monitor of the class stands on the right hand side of the wheel. He holds the sand-smoother in his left hand, and a little pointer in his right, with which he points out the letters. He first fixes the attention of the pupils by saying, "prepare." The pupils then fix their eyes on the wheel, and place their right hand on the ledge of the desk, holding as they would a pen, a small stick about six inches long, cut flat at one end. The monitor then says, "print A." The pupils immediately place their left arm on the ledge of the desk, and with the printing stick, they trace the letter that has been named, in the sand. This being done, the monitor says "hands behind." The monitor then goes in the rear of the desk, examines the letter that each pupil has formed, and corrects those that are badly done, and at the same time takes out the impression in the sand with his smoother. He then names a second letter, which the pupils print, and which he corrects in a similar manner.

Before the lesson begins, the monitor must take the precaution of placing a child who has made some progress by the side of a beginner, in order that the latter may be assisted by seeing the former perform his business.

It will also assist the more ignorant pupils, to hold their hands, and several times trace before them the letters which they do not know how to distinguish. They should first be taught the large letters, lesson by lesson, and afterwards the small ones. The letters b d, p q, are the most difficult on account of their similarity of form. The monitors must make the children print them one after another, until they perfectly distinguish them. If the first class occupy two forms, the monitor who superintends it must have an assistant; and this assistant may be chosen from amongst those pupils of the whole school, who are the most familiar with the art of tracing letters in sand.

The second method employed to teach the letters of the alphabet is

Reading from Boards.

The children of the first class leave their seats, and form draughts at their reading stations. The monitors of draughts who superintend these stations, direct the attention of the children with their pointers,

to the letters printed in large characters on the board which is hung against the wall. If one of the children mistake, he is corrected by his neighbour, and a mutual change of place follows. The monitor makes the pupil who had made the mistake, name the same letter correctly.

Of the Manner of Teaching Writing.

Writing is here considered as a branch of instruction; in teaching which, there are two divisions. The first writes upon slates, and the second in copy books.

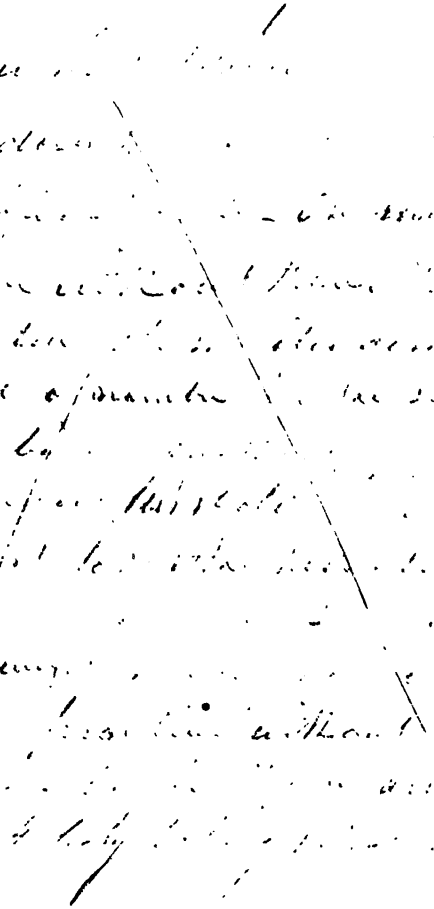
Writing on Slates.

As the pupils learn to *read* by means of *writing* on slates; which then takes the name of dictation, this division comprises all the children in the school, except those of the sand-class, and it follows that the gradation of the classes which write on slates is the same as that of the reading classes: thus—The 2d class writes syllables of 2 letters—the 3d class, syllables of 3 letters—the 4th, syllables of 4 letters—the 5th, words of 5 or 6 letters—the 6th, words of two syllables—the 7th, words of 3 syllables—the 8th, words of 4, 5, and 6 syllables. And as the children are classed not according to their progress in writing, but according to their proficiency in reading, it sometimes happens that pupils who, on their first admission into the school, know enough of reading to be placed in the highest class, are yet incapable of forming a letter. To remedy this evil a boy is selected from the 8th class whose duty is to superintend such boys, and instruct them to form the letters of the alphabet, and join them into words, so as to facilitate their acquirement of the writing of the class words as dictated by the dictator. At first this boy must guide the hand of these pupils, and make a few strokes on their slates as a copy. When the pupils can make straight strokes, he gives strokes to copy which turn at the bottom and top. He then gives them the letters of the alphabet to copy, beginning with the most easy. When they can write all the letters of the alphabet, they are allowed to join with the other pupils of the same class, and to write with them the word given out by the dictator.

In describing the alphabet-board, it has been said that the capital and small letters are painted in alphabetical order, and that the small letters stand directly under their corresponding capitals. And as the boys of the 5th, 6th, 7th, and 8th classes know the names and forms of the small letters perfectly, and know also that the letters standing over them on the board are the same letters in capitals, nothing more is necessary, therefore, than to mention to boys of the 5th, 6th, 7th,

1+ one of the teachers

2 distributed powers



and 8th classes, that they must begin every word they write on their slates with a capital letter.

Writing on Paper.

All the pupils who write well upon slates, form a class of those who write on paper. This class assembles on the last forms in the school-room two or three times in the week, at a fixed hour. It is superintended by the monitor general of writing: a monitor is also appointed to each desk of writers on paper, whose business it is to mend the pens of the pupils belonging to his desk, and provide each pupil with a copper-plate copy to write from. If amongst the pupils who compose this class there be monitors, the monitor general of order will appoint monitors in their places to fulfil their duties for the time.

ARITHMETIC.

Arithmetic is taught in classes. Each rule constitutes a class. Each class is under the direction and instruction of a monitor; and all are under the superintendence of a monitor general.

The classes practise two methods of instruction. The one is by writing examples and their keys on slates from *dictation;* the other by performing examples *extempore,* in draughts, under the order and tuition of monitors.

During the time that the class is seated, it is constantly employed in the practice of the first method:

Dictation.

The monitor of each class is seated at the desk at the head of his class. He is furnished with the examples which he is to teach, and also keys to these examples, written out in such an explicit manner, that if he can read he may teach his class without the smallest risk of committing an error; and though monitors are generally chosen from a higher class, by means of these keys, a boy may, and frequently does teach the class to which he himself belongs, if it contain but a small number of boys.

The monitor dictates an example, which every boy in the class writes on his slate, as does the monitor also, if he belong to the class. After he dictates the example, he makes the class "show slates," which are examined to see that every boy has written it correctly. The class is afterwards commanded to "lay down slates," and the monitor dictates the key to the example, which every boy writes on his slate under it; and as the monitor dictates the key, the boys are taught to set down the figures under their respective columns; when

finished, the slates are examined, and the errors pointed out and corrected. The slates are afterwards cleaned, and another example is dictated and written in the same manner.

Extemporaneous Method, or Interrogation.

To practise the second method, the classes go out in draughts of nine boys each, under the tuition of a monitor, and are formed into draughts before boards hung against the wall, on which examples and keys are pasted; this is conducted by the monitor general of arithmetic, after the manner in which the monitor general of reading takes the classes out to spell and read in draughts.

The boys correct and take precedence of each other: and at the expiration of the time appropriated to ciphering in draughts, the monitor-general of arithmetic passes round, and gives to every first boy a ticket.

The method of ciphering in desks, is the reverse of the method practised by the classes in draughts. *There*, the monitor of the class dictates the example and key, and nothing is required of the class but the mechanical operation of setting down what is dictated to them by the monitor in a correct and neat manner. *Here*, the boys dictate to themselves, from the board, a portion of the example in turns, which they all set down on their slates; while the monitor of the draught observes that it is dictated correctly.

After the boys in the draught have written the example, the monitor takes the board from the wall; and standing in the centre of the draught, with his back to the wall and the board in his hand, he commands the boys in his draught to "show slates." They turn the faces of the slates to him, which he examines, to see that each boy has written the example correctly. He next commands them to "return slates" (that is to the position in which they write) and every boy in his turn is made to do a portion of the example in the words of the key, which the monitor looks upon; and if a boy commit an error, or deviate from the prescribed words in the smallest degree, his error is corrected, and he forfeits his place. The monitor never corrects an error himself, till every boy in the draught has been applied to and has failed.

FIRST CLASS.

This class, in which boys learn to make and combine figures, is introductory to Addition. It contains two divisions, each under the care of a monitor.

As soon as a boy has advanced to the sixth reading class, he is put into the first division of this class. This division does not go out into draughts, but is constantly employed at the desks during the time appropriated to ciphering in the manner about to be described.

When a boy is promoted to this class, he is employed in copying the nine digits from the alphabet-board, till he can make them with tolerable correctness; and as soon as he can do so, he is practised in making them, by writing the Addition table, which is dictated by the monitor who teaches the class to write it on their slates in columns, as it is printed in the table.

After the monitor has dictated nine combinations, which are written thus,

1 and 1 are 2,
1 and 2 are 3,
1 and 3 are 4, &c.

up to 1 and 9 (during which time those boys who have not learned to make the figures, are copying them on their slates in the order of the nine digits) he commands the division to "show slates." The slates of those who are copying the figures, as well as those who are writing the table, are now inspected, and the errors and faults pointed out and corrected.

The division is afterwards ordered to "lay down slates," "clean slates;" and the monitor dictates the nine combinations which follow in the table; during which time the boys who are learning to make the figures are employed in again copying them from the board.

In this way the first division is constantly employed during the time appropriated to cipering: and when a boy has learned to make figures with ease and expedition, he is promoted to the

Second Division.

In this division the boys are taught the addition table, by repeatedly writing it, and by saying it in draughts.

The boys are employed (as the first division) in writing the table on their slates, from the dictation of the monitor, while in their seats.

Reading from Boards.

This division is also taken out in draughts of nine boys with the other classes; each draught is arranged at a draught station, before a lesson pasted on a board and hung against the wall. The monitor makes the boys read for a quarter of an hour.

Thus,
First boy: 1 and 1 are 2,
Second boy: 1 and 2 are 3,
Third boy: 1 and 3 are 4, &c.

He also makes them read promiscuously, by pointing to a particular combination, as practised in spelling draughts:

Thus,
First boy: 3 and 5 are 8,
Second boy: 5 and 7 are 12,
Third boy: 3 and 4 are 7.

Interrogation.

When the quarter of an hour is expired, the monitor takes the table in his hand, and stands with his back to the wall, in the centre of his draught, and questions the boys,

Thus, Monitor: 1 and 1?
First boy: 1 and 1 are 2.
Monitor: 1 and 2?
Second boy: 1 and 2 are 3.
Monitor: 1 and 3?
Third boy: 1 and 3 are 4, &c.

And thus;

Monitor: 1 and 6?
First boy: 1 and 6 are 7.
Monitor: 2 and 5?
Second boy: 2 and 5 are 7.
Monitor: 6 and 7?
Third boy: 6 and 7 are 13.

The second division is constantly practised in these methods; and when a boy can answer the combinations in the table, he is promoted to the

SECOND CLASS.

Simple Addition.

This rule is taught by two methods.

First—By simply dictating examples and their keys to the boys of the class, which they write on their slates.

Second—By making them perform examples without the help of the key.

The first method is conducted in the following manner:

The monitor of the class is furnished with a board, on each side of which is pasted a leaf of the Dictating Arithmetic, each containing an example and its key in Simple Addition. This class is seated behind the first class; the monitor takes his seat at the head of the first desk, with his face to his class and the board in his hand. He first dictates an example to his class, line by line, which every boy in it writes on his slate. Suppose the following:

5	6	7	8
9	3	4	6
8	7	9	5
3	6	4	2

After dictating the last line, the monitor desires the class to draw a line under the last line of figures. He now commands the class to "show slates," and every slate is examined, to see that the example be correctly written by each boy at the head of his slate.

5 [illegible] is done in the addition [illegible]
exemplified by the [illegible]
* all the forelegs ought to be reformed [illegible]

1 on the black board, with black slate

2 with a piece of chalk

3 around the b. board

* [illegible] a comic [illegible] the [illegible]
[illegible] in so far [illegible] [illegible]
were the boys took the place in the
[illegible]

1 piece — a [illegible]

3

He afterwards commands them to "lay down slates," dictates the key in a slow and distinct tone of voice, which they write on their slates under the example.

The following is the key to the above example.

First Column.

9 and 5 are 14, and 6 are 20, and 8 are 28; set down 8 under the 9, and carry 2 to the next column: (each boy, when he writes, "set down 8 under the 9," &c. writes an 8 under the nine, at the bottom of the first column in the example: and so of the other columns.)

Second Column.

2 I carry to the 4 are 6, and 9 are 15, and 4 are 19, and 7 are 26: set down 6 under the 4, and carry 2 to the next column.

Third Column.

2 I carry to the 6 are 8, and 7 are 15, and 3 are 18, and 6 are 24: set down 4 under the 6, and carry 2 to the next column.

Fourth Column.

2 I carry to the 3 are 5, and 8 are 13, and 9 are 22, and 5 are 27: set down 7 under the 3, and 2 to the left. Total in figures 27468.

Total in words: Twenty-seven thousand four hundred and sixty-eight.

The slates are now shown and inspected, to see that every boy has written the key correctly, and the figures of the total in their proper places. After the slates are examined, what relates to this example is finished. The slates are therefore laid down and cleaned; and the monitor afterwards dictates the example and key on the other side of the board, which is written and examined in the same manner. And in this way the class is constantly employed during the time that they are at the desks.

The examples in this and the other classes are numbered, and they are dictated one after the other in numerical order.

The method practised in draughts is as follows:

The draughts are arranged, as in the preceding class, round the large or draught-arithmetic boards, which contain an example and key (in Simple Addition) on each side. Suppose the following example and its key pasted on a board, and hung on the wall, round which nine boys and their monitor are assembled in a draught, each boy being provided with a slate.

6 7 8 4
5 4 2 3
1 2 6 5
4 7 8 2

When the draught is properly arranged, the monitor desires the first boy to go on.

First Boy—First line: Six thousand seven hundred and eighty-four. After he reads the line, he and each of the other boys in the draught write it down in figures on the top of their slates, and the second boy afterwards goes on:

Second Boy—Second line: Five thousand four hundred and twenty-three. Which is written down in like manner under the first line.

Third Boy—Third line: One thousand two hundred and sixty-four. Which is written down under the former line by each boy.

Fourth Boy—Fourth line: Four thousand seven hundred and eighty-two. Which is written down under the preceding line by each boy.

Fifth Boy—Draw a line under the last line of figures. Which each boy does.

The monitor now takes the board in his hand, stands in the centre of the draught with his back to the wall, makes the boys "show slates," and inspects them to see that the example be correctly written by each boy. The example now stands on each boy's slate as above.

After the slates are examined the sixth boy is desired to go on.

Sixth Boy—First column: 2 and 4 are 6, and 3 are 9, and 4 are 13; set down 3 under the 2, and carry 1 to the next column.

While the sixth boy is thus adding the first column aloud, every one in the draught is doing the same mentally, to observe if he make a mistake; and when he completes the column, each boy sets down 3 under the 2, at the bottom of the first column.

Seventh Boy—Second column: 1 I carry to the 8 are 9, and 6 are 15, and 2 are 17, and 8 are 25; set down 5 under the 8 and carry 2 to the next column. Each boy sets down 5 under the 8.

Eighth Boy—Third column: 2 I carry to the 7 are 9, and 2 are 11, and 4 are 15, and 7 are 22; set down 2 under the 7 and carry 2 to the next column. Each boy sets down 2 under the 7.

Ninth Boy—Fourth column: 2 I carry to the 4 are 6, and 1 are 7, and 5 are 12, and 6 are 18; set down 8 under the 4, and 1 to the left. Which is done by each boy.

First Boy—Total in figures: 18253.

Second Boy—Total in words: Eighteen thousand two hundred and fifty-three.

The monitor now commands the draught to "show slates," which are examined to see that each boy has written down the total correctly. The slates are afterwards cleaned, and the monitor turns the board with the other example outward, which is performed in the same manner.

While a boy is going on, the monitor keeps his eye upon the key; and if the boy deviate from the words of it, even in the smallest degree, his error is corrected, and he forfeits his place.

It will be observed, that the words of the keys which are dictated

to this, and the other classes by their monitors, are the same as the words in the keys of the draught arithmetic, and that writing is made use of in arithmetic classes, as it is in the reading classes—as an auxiliary to the business done in draughts.

When it is ascertained by the master that a boy is perfectly acquainted with the business of this class, he is promoted to the

THIRD CLASS.

Simple Subtraction.

In this class the boys are employed during the time that they are in their seats in writing the Subtraction-table, and examples with their keys alternately, from the dictation of the monitor.

While in draughts the boys work examples without the help of the key.

Example in Simple Subtraction, with its key as it is printed on the dictating and draught boards.

3 2 9 4 6 7
1 4 3 4 9 7

Take 7 from 7 remains 0; set down 0 under the 7. Take 9 from 6 I cannot; borrow 10, and say 9 from 16 remains 7; set down 7 under the 9 and carry 1.

1 I carry to the 4 are 5, 5 from 4 I cannot; borrow 10, and say 5 from 14 remains 9, set down 9 under the 4, and carry 1.

1 I carry to the 3 are 4, 4 from 9 remains 5; set down 5 under the 3.

4 from 2 I cannot; borrow 10, and say 4 from 12 remains 8; set down 8 under the 4, and carry 1.

1 I carry to the 1 are 2; 2 from 3 remains 1; set down 1 under the 1.

Remainder in figures: 185970.

Remainder in words: One hundred and eighty-five thousand nine hundred and seventy.

When a boy is perfectly acquainted with the business of this class he is promoted to the.

FOURTH CLASS.

Simple Multiplication.

In this class one half of the time appropriated to ciphering in desks is occupied in writing the Multiplication Table, the other half in writing examples and their keys from the dictation of the monitor.

In draughts the class is employed in working sums without the help of the key.

Example and Key.

2 3 4 5 6
4

4 times 6 are 24; set down 4 under the 6, and carry 2.

4 times 5 are 20, and 2 I carry are 22; set down 2 under the 5, and carry 2.

4 times 4 are 16, and 2 I carry are 18; set down 8 under the 4, and carry 1.

4 times 3 are 12, and 1 I carry are 13; set down 3 under the 3, and carry 1.

4 times 2 are 8, and 1 I carry are 9; set down 9 under the 2.

Product in figures: 93824.

Product in words: Ninety-three thousand eight hundred and twenty-four.

After a boy has made himself perfectly master of the table and the method of working sums in this class, he is promoted to the

FIFTH CLASS.

Simple Division.

In this class the boys write the Division Table and examples with their keys, alternately, in their seats; and work examples in draughts without the help of the key.

Example and Key.

4) 8 7 4 6 8 3 5

4 in 8, twice; set down 2 under the 8.

4 in 7, once, and 3 over; set down 1 under the 7, and carry 30, 30 and 4 are 34.

4 in 34, 8 times, and 2 over; set down 8 under the 4, and carry 20, 20 and 6 are 26.

4 in 26, 6 times, and 2 over; set down 6 under the 6, and carry 20, 20 and 8 are 28.

4 in 28, 7 times; set down 7 under the 8.

4 in 3, 0 times; set down 0 under the 3, and carry 30, 30 and 5 are 35.

4 in 35, 8 times, and 3 over; set down 8 under the 5, and the remainder 3 on the right.

Quotient in figures: 2186708—3.

Quotient in words: Two millions one hundred and eighty-six thousand seven hundred and eight, and 3 remainder.

When a boy is perfectly master of Simple Division, he is promoted to the

SIXTH CLASS.

Compound Addition.

This class is employed in writing sums and their keys, when in their seats; and in working examples when in draughts, after the manner detailed in the preceding classes. But as a perfect knowledge of the Money-table is necessary to the ready performance of the examples in draughts, instead of being constantly employed in writing sums and keys, during the time that they are seated, as in the preceding classes, the boys of this class also learn the Money-table by repeatedly writing it on their slates, while in their seats from the dictation of the monitor. The class writes sums and keys one day, and the table another alternately. The table is dictated in parts, and the slates examined, in the manner in which the Addition-table is written by the first class.

The following is an example and its key.

L.	*s.*	*d.*
14	16	$4\frac{1}{2}$
16	4	$2\frac{1}{4}$
14	13	$9\frac{3}{4}$
17	10	$7\frac{1}{4}$

Farthings.

$\frac{1}{4}$ and $\frac{3}{4}$ are $\frac{4}{4}$, and $\frac{1}{4}$ are $\frac{5}{4}$, and $\frac{1}{2}$ are $\frac{7}{4}$; $\frac{7}{4}$ are 1*d.* $\frac{3}{4}$; set down $\frac{3}{4}$ under the farthings and carry 1*d.* to the pence.

Pence.

1 I carry to 7 are 8, and 9 are 17, and 2 are 19, and 4 are 23; 23*d.* are 1*s.* 11*d.* set down 11 under the pence, and carry 1 to the shillings.

Shillings.

1 I carry to 3 are 4, and 4 are 8, and 6 are 14, and 10 are 24, and 10 are 34, and 10 are 44, and 10 are 54; 54*s.* are 2*l.* 14*s.*; set down 14 under the shillings, and carry 2 to the pounds.

Pounds, first column.

2 I carry to 7 are 9, and 4 are 13, and 6 are 19, and 4 are 23; set down 3 under the 7, and carry 2 to the next column.

Second column.

2 I carry to 1 are 3, and 1 are 4, and 1 are 5, and 1 are 6; set down 6 under the 1.

Total in figures: 63*l.* 14*s.* 11¾*d.*

Total in words: Sixty-three pounds, fourteen shillings, and eleven pence three farthings.

The example and its key is dictated by the monitor, and written by all the boys of the class as it stands above, who likewise write the figures of the total in their proper places as they proceed in writing the key.

The mode of inspecting is the same in all the classes as before described.

The same sum may serve as an example of the method practised in draughts.

Suppose the sum and the key the same, but printed in larger type, pasted on a board, and hung on the wall; the draught assembled before it at a station, with a monitor standing on the right extremity. The first boy on the opposite extremity is desired by him to *go on.*

First Boy—First line; Fourteen pounds, sixteen shillings, and four pence half penny; (after reading the line aloud, he and all the other boys in the draught write down 14 16 4½ on the top of their slates.)

Second Boy—Second line; Sixteen pounds, fourteen shillings, and two-pence farthing, which is written down in figures under the first line.

Third Boy—Third line; Fourteen pounds, thirteen shillings, and nine pence three farthings; which is written in figures under the second line.

Fourth Boy—Fourth line; Seventeen pounds, ten shillings, and seven pence farthing; which is written under the third line.

Fifth Boy—Draw a line under the last line of figures.

The monitor now takes the board in his hand, and stands in the centre of the draught with his back to the wall, and commands the boys to "show slates." They turn the faces of their slates towards him, which he examines, to see that the lines are correctly and properly written by each boy. They are afterwards commanded to "return slates," and the sixth boy is desired to *go on.*

Sixth Boy—Farthings; ¼ and ¾ are 1, and ¼ are ⅝, and ¼ are ⅞: ¼ are 1*d.* ¾; set down ¾ under the farthings, and carry 1*d.* to the pence. He and all the boys in the draught set down ¾ under the farthings, and the seventh boy *goes on:*

Seventh Boy—Pence: 1 I carry to 7 are 8, and 9 are 17, and 2 are 19, and 4 are 23; 23*d.* are 1*s.* and 11*d.* set down 11 under the pence, and carry one to the shillings. Each boy sets down 11 under the pence, and the eighth boy *goes on:*

Eighth Boy—Shillings: 1 I carry to the 3 are 4, and 4 are 8, and 6 are 14, and 10 are 24, and 10 are 34, and 10 are 44, and 10 are 54;

54*s.* are 2*l.* 14*s.*: set down 14 under the shillings, and carry 2 to the pounds. Each boy sets down 14 under the shillings, and the ninth boy *goes on:*

Ninth Boy—Pounds; first column: 2 I carry to the 7 are 9, and 4 are 13, and 6 are 19, and 4 are 23; set down 3 under the 7, and carry 2 to the next column. Each boy sets down 3 under the 7, and the first boy *goes on:*

First Boy—Second column: 2 I carry to the 1 are 3, and 1 are 4, and 1 are 5, and 1 are 6; set down 6 under the 1. Which is done by each boy, and the second boy *goes on:*

Second Boy—Total in figures: 63*l.* 14*s.* 11¾*d.*

Third Boy—Total in words: Sixty-three pounds, fourteen shillings, and eleven pence three farthings.

The monitor now makes the draught "show slates" and inspects each, to see that all the boys have set down the total correctly.

After they are inspected, he orders them to "return slates;" afterwards to "clean slates," and then goes on with another example in the same manner.

While a boy is adding aloud, the other boys in the draught are doing the same mentally; and all are on the alert to catch him in an error; the monitor at the same time is looking on the key, to observe that no error be passed over uncorrected.

SEVENTH CLASS.

Compound Subtraction.

The boys of this class are employed in writing examples and their keys, from the dictation of the monitor during the whole of the time appropriated to ciphering in desks; and during the time appropriated to ciphering in draughts, they are occupied in working examples without the help of the key.

Example and Key.

L.	*s.*	*d.*
267	13	7
95	14	8¼

Farthings.

¼ from 0, I cannot; borrow 1*d.* and say ¼ from 1*d.* remains ¾; set down ¾ under the ¼, and carry 1 to the pence.

Pence.

1 I carry to 8 are 9, 9 from 7 I cannot; borrow 12, and say 9 from 19 remains 10; set down 10 under the pence, and carry 1 to the shillings.

Shillings.

1 I carry to 14 are 15, 15 from 13, I cannot; borrow 20, and say, 15 from 33, remains 18; set down 18 under the shillings, and carry 1 to the pounds.

Pounds.

1 I carry to the 5 are 6, 6 from 7, remains 1; set down 1 under the 5.

9 from 6, I cannot; borrow 10, and say, 9 from 16, remains 7; set down 7 under the 9 and carry 1.

1 I carry from 2, remains 1; set down one to the left of the 7 under the 2.

Remainder in figures: 171*l.* 18*s.* 10¾*d.*

Remainder in words: One hundred and seventy-one pounds, eighteen shillings, and ten pence three farthings.

When a boy is perfectly acquainted with the business of this class, he is promoted to the

EIGHTH CLASS.

Compound Multiplication.

In this class the boys are constantly employed during the time they are in their seats, in writing examples and their keys from the dictation of the monitor; and during the time appropriated to ciphering in draughts, they are constantly employed in working examples without the help of the key, as in all the other rules.

Example and Key.

L.	*s.*	*d.*
584	13	9½
		3

Farthings.

3 times 2 are 6, 6 farthings are 1½*d.*; set down ½ under the farthings and carry 1 to the pence.

Pence.

3 times 9 are 27, and 1 I carry are 28, 28 pence are 2*s.* and 4*d.*; set down 4 under the pence and carry 2 to the shillings.

Shillings.

3 times 13 are 39, and 2 I carry are 41; 41*s.* are 2*l.* 1*s.*; set down 1 under the shillings, and carry 2 to the pounds.

Pounds.

3 times 4 are 12, and 2 I carry are 14; set down 4 under the 4, and carry 1.

3 times 8 are 24, and 1 I carry are 25; set down 5 under the 8, and carry 2.

3 times 5 are 15, and 2 I carry are 17; set down 7 under the 5, and 1 to the left of the 7.

Product in figures: 1754*l.* 1*s.* 4½*d.*

Product in words: One thousand seven hundred and fifty-four pounds, one shilling and four pence half penny.

When a boy is perfectly master of the business of this class, he is promoted to the

NINTH CLASS.

Compound Division.

In this class the boys are constantly employed in writing examples and their keys from dictation, during the time that they are in their seats; and in working examples without the help of the key, during the time appropriated to ciphering in draughts.

Example and Key.

	L.	*s.*	*d.*
7)	394	19	10¾

Pounds.

7 in 39, 5 times, and 4 over; set down 5 under the 9, and carry 40; 40 and 4 are 44.

7 in 44, 6 times, and 2 over; set down 6 under the 4, and carry 2 pounds to the shillings; 2*l.* are 40*s.*

Shillings.

19, and 40 I carry are 59, 7 in 59, 8 times, and 3 over; set down 8 under the shillings, and carry 3 shillings to the pence; 3 shillings are 36 pence.

Pence.

10 and 36 are 46, 7 in 46, 6 times, and 4 over; set down 6 under the pence, and carry 4 pence to the farthings; four pence are 16 farthings.

Farthings.

3 and 16 I carry are 19, 7 in 19 twice, and 5 over; set down ½*d.* under the farthings, and 5 the remainder to the right.

Quotient in figures: 56*l.* 8*s.* 6½*d.* 5 remainder.

Quotient in words: Fifty-six pounds eight shillings, and six pence half penny and five remainder

TENTH CLASS.

When the pupils have become thoroughly acquainted with the first four rules, they are introduced to the tenth or highest class, and are taught Reduction, the Rule of Three, Practice, and as much of the higher branches as their stay in the school will permit.

THE

SYSTEM OF EDUCATION

FOR GIRLS.

Schools for girls, are fitted up on the same plan as those for boys, which have been already described; except that the seat-board should be 5 or 6 inches from the inner edge of the desk-board, to allow the girls freedom to work.

The system by which reading, writing, and arithmetic are taught in the boys' school, is applicable in all its parts to the girls'.

The method by which needle-work is taught, is all that will therefore, be necessary to detail respecting the system of education for girls.

General Arrangement.

When working, (as sewing is denominated,) the girls are seated at their desks, arranged in classes, according to their proficiency. The first, or lowest class, is seated next the platform, and the others in numerical order behind the first. The number of classes depends on the number of different kinds of work, taught in the school. Each distinct operation for different kinds of work, constitutes a class. The number in general use is twelve.

1. Folding down for hemming; 2. Hemming; 3. Folding down and fixing for sewing and felling; 4. Sewing and Felling; 5. Drawing threads, and Stitching; 6. Gathering, and fixing on Gathers; 7. Button holes; 8. Sewing on buttons; 9. Herring-bone stitch; 10. Darning; 11. Tucking and Whipping; 12. Marking.

From the highest classes, the best workers are selected for monitors; and two are appointed to each desk. The one acts as monitor of the desk in the morning, and the other in the afternoon.

The monitors who act in the morning, are called regular monitors of desks, and the monitors who act in the afternoon are called their assistants. In the morning the assistants are at work in the classes to which they belong, under their respective monitors, and in the afternoon the regular monitors are at work in their respective classes; so that one half of the monitors' time is occupied in their own improvement, and the other, in teaching the girls of their desk.

A monitor, continues monitor of the same desk, until she be appointed monitor in a higher class; and a girl continues to sit at the same desk, and in the same place at the desk, while she remains in the class.

There are also two general monitors, who superintend in their turn, one in the morning, and the other in the afternoon. All the monitors of desks, and the girls under their care, are under the superintendence of the general monitor.

In the morning, from 9 to 10, and in the afternoon, from 2 to 3, the girls read, and spell in draughts; and three afternoons in each week, from 3 to 5, should be employed in writing and ciphering.

Every tuesday morning and afternoon, the girls are allowed to bring work from their parents, and do it in the school.

Each girl is provided with a pin-afore, or slip, as is each monitor also. They are given out by the monitor-general, to the monitors of desks, and by them given to the girls in their respective desks before the work is delivered, and taken in at the conclusion of each school time, after the work has been collected and brought up to the mistress. The pin-afores are marked 1, 2, 3, &c. up to the number of girls, which the desk contains: the number of the desk is also marked upon them thus, $\frac{5}{3}$, which would signify that the pin-afore so numbered, belonged to the fifth girl in the third desk.

Every three girls are allowed a pair of scissors, which are fastened to the desk by a string long enough to accommodate the three.

Each girl is furnished with a thimble, needle, thread, and materials for work.

As the order in which the commands are given is invariable, and well known to the whole school, in place of giving them in words, they are given generally by signals, for which a small hand bell is used.

Method of going from Draughts to the Working Classes, of giving out the Pin-afores, &c.

At ten, the monitor-general, or mistress, rings the bell, as a signal for the business in draughts to cease—after a pause, the bell is rung as a signal for the draughts to form a line round the school; the bell is afterwards rung for the girls to turn to the right or left, as the practice may be. The bell is again rung, and the whole school walks in a line along the passage round the school, and each girl steps into the passage behind the desk to which she belongs; as she comes up to it, and goes to her proper place at the desk. Each monitor does the same, taking her place at the head of the desk.

After all are in their places, the monitors are ordered up to the platform, where they receive from the monitor-general the pin-afores belonging to their desks; they return and distribute them to the girls, who immediately put them on. The monitor's pin-afore is No. 1 the first girl of the desk, No. 2, the second. No 3, &c.

When the pin-afores are put on, a signal is given for the whole school to turn to the right: another signal is given, and each girl ties the pin-afore of the one who stands before her. A signal is after-

wards given for the girls to turn to the left, and the pin-afores of the girls that stand on the left, are tied bythe girls that stand next to them.

A command or signal is given now for the whole school to take their seats, which they do in the same manner as the boys.

After they are seated, a command or signal is given, and each monitor passes in front of her desk, and gives a thimble and needle to each girl: each monitor being furnished with as many thimbles and needles as her desk contains girls, which she keeps in a pocket in her pin-afore when not used, and for which she is accountable.

After the thimbles and needles are given out, the monitors are called up to the platform, and each receives work for her desk from the mistress. They then return to their places, and are ordered to "*Give out work*," and after they have given work, and a thread to each girl, they return to the head of the desk.

After the monitors return to their places, the school is commanded to "*show work*," that is, to hold it up in their left hand, to show that each be furnished with work. They are then desired to "*hold down work*," and the monitors to "*go on*:" the girls immediately go to work.

When a girl wants work, she holds up her left hand, as an intimation to her monitor, who steps up and supplies her. If a monitor want a supply of work for her desk, she makes a like signal to the monitor-general.

When a girl wants a thread, she holds up her right hand, and her monitor supplies her. Each monitor is furnished with a paper of threads, which she keeps in the pocket of her pin-afore.

At half an hour after eleven, the bell is rung as a signal for the whole school to stop from work; it is afterwards rung for the girls to hold up their work for inspection. The mistress now passes along in front of each desk, and examines the work of every girl in the school, rewarding those who have done it well, and punishing those who have done it badly.

When the mistress has examined the work, the monitors are ordered to gather it up; and after they have all returned to the head of their desks with the work, they are ordered to bring it to the platform, where the mistress, or monitor-general receives it, and the monitors return to their places.

The monitors are afterwards ordered to collect the thimbles and needles, which they put in the pocket of their pin-afores. When this is done the whole school are commanded out of their seats into the passages behind the seats.

The pin-afores are now untied, taken off, and folded by signals or commands. Each girl folds her pin-afore neatly, with the number in view; and the monitors are afterwards ordered to collect them, which they do in the order of their numbers, and wrap them in their own, with the number in view which shows to what desk the pin-afores belong.

The monitors are afterwards ordered to the platform with the pinafores, and the mistress gives a ticket to each of the three whose pinafores are the most neatly folded; which are afterwards put in their places by the monitor-general. The monitors return to their desks, and the business of the school is over.

At three in the afternoon, the same routine of business commences, which is conducted by the assistant monitors.

FIRST CLASS.

Folding down for Hemming.

Girls who have not learned to fold down a hem, are placed in this class, and are taught on pieces of waste paper, which retain the folds better than linen or cotton.

The monitors of this class are furnished with slips of paper about four inches long, and two broad, by the monitor-general, at the time that the monitors are ordered to the platform to receive work for the girls under their care.

When the command is given for the monitors to give out work, the monitors of this class give a slip of paper to each girl; and when the general order is given to begin work, the girls of this class fold the edges of the paper down, as if they were folding linen for hemming*—(See No. 1. in the specimens of needle-work.)

Each monitor is constantly engaged in inspecting the work of the girls in her desk, giving instructions, and keeping them employed.

When a girl has finished the folding of one slip, she holds up her left hand as a signal to her monitor, who goes and inspects the performance, and gives her another slip: and in this way the class is constantly employed.

At the time appropriated for general inspection, (which is half an hour before the school closes,) the mistress passes round and inspects all the work done by each girl. Every one who merits reward, has a ticket; and those who have been careless and inattentive, forfeit one, or are confined.

When a girl has learned to fold down a hem neatly on paper, she is promoted to the

SECOND CLASS.

In this class girls are taught to fold down and hem on linen, or cotton. See No. 2.

They are furnished with pieces of linen or cotton, the size of the slips of paper used in the 1st. class, and also, with thimbles, needles, and thread.

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* On account of the additional expense, these specimens are omitted in part of the edition.

Each monitor belonging to this class, is furnished with as many thimbles and needles, as a desk contains girls; which are put in a little bag, and kept in the pocket of her pin-afore when not used, and for which, she is responsible to the monitor-general.

Immediately after the girls take their seats, each monitor gives a thimble and needle, to every girl in her desk, and afterwards receives and gives out the work, in the same manner as the monitors of the first class. Each girl receives a thread from the monitor with her work. And when the order is given, all the girls in the class begin to turn down and hem the pieces of cloth.

When a girl wants a thread, she holds up her right hand as a signal to her monitor, who passes up to her and supplies her When her work is done, she holds up her left hand, and the monitor goes and examines her performance, and gives her another piece of cloth. In this manner the class is constantly employed, till the order is given to stop from working, when the mistress inspects the work as in the preceding class.

The linen or cotton used in this and other classes, for doing the class work upon, is white. And, that the stitches may be more easily seen and inspected, the work is done with coloured cotton thread.

The general observations on this class, apply to all the following classes.

THIRD CLASS.

Folding down, and fixing, for Sewing and Felling.

Girls who have learned to hem only, form this class, in which they are taught on paper, to fold down and fix work for sewing and felling.

Two pieces of paper about the size of the specimen No. 3, are given to each girl, which, when folded, they pin together, as shown in the specimen.

When a girl has learned to do this neatly, she is promoted to the

FOURTH CLASS.

Sewing and Felling.

Girls in this class are supplied with two or three pieces of cloth, about the size of those in the specimen No. 4; which they are taught to sew and fell, and which they afterwards hem round.

It will be observed of all the other classes, as well as this, that much work on little material is a prominent feature in the system.

When a girl can perform the work of this class neatly, she is promoted to the

FIFTH CLASS.

Drawing Threads and Stitching.

The girls of this class are furnished with pieces of cloth, about the size of No. 5, on which they are taught to draw threads for stitching; to fix the work, and to do every thing in that specimen of this class-work. When a girl is capable of performing the work of this class she is promoted to the

SIXTH CLASS.

Gathering and fixing Gathers.

In this class each girl is supplied with a pair of wristbands, (which may be the work performed by herself in the preceding class) and a piece of cloth, the width about three lengths of the wristband, the length, three inches. When learning to gather, children should be taught to turn down the edge in the same manner as the first turning for a hem, and then turn it back, that they may leave a line to guide them; they ought also to divide into quarters the edge to be gathered and the edge which is to be set on to the gathers, that the fullness may be equal. It is a useful practice for children to count their stitches when at work, that they may put nearly an equal number of gathers in each quarter. After a girl has been taught to gather, and fix on gathers neatly, as represented in specimen No. 6, she is promoted to the

SEVENTH CLASS.

Button Holes.

Small pieces of cloth are given to the girls in this class, who first double them and sew them round, as done in the specimen No. 7, They are afterwards taught to cut the holes to the proper size, and to work them. As many holes are cut and wrought in each piece of cloth as may conveniently be made; and for facility of inspection, the holes are wrought with thread of different colours. As children frequently ravel the edges of button holes, it is useful to teach them to whip them slightly round with fine thread, before they are worked.

EIGHTH CLASS.

Sewing on Buttons.

In this class the girls are furnished each with a small piece of cloth and a few buttons; and they are practised in sewing them on

till they can do it neatly, as on No. 8. Where wire rings can be procured, buttons may be made by covering them with cambric muslin, previously cut into square pieces, and afterwards neatly stitched round the wire.

NINTH CLASS.

Herring-Bone Stitch.

No. 9 is a specimen of the work of this class, performed on a piece of linen.

The girls are first practised on pieces of linen or cotton, as on No. 9, and afterwards taught the use of the stitch, by performing it on pieces of flannel, as on the specimen No. 10. This work is principally employed in making flannel clothes, as the seams are less clumsy than with a double turning.

TENTH CLASS.

Darning.

This is taught on pieces of cotton, about the size of the specimen No. 11.

The holes are purposely cut, and the work is performed with thread of different colours, the warp of one colour, is crossed by the woof of another colour, that the work may appear more distinctly.

ELEVENTH CLASS.

Tucking and Whipping.

Before children fold for plaits or tucks, they ought to have a piece of card the exact width from the edge of the frock or cap, to the edge of the tuck or plait, in order that they may crease it correctly; and it is desirable that the card be an exact square, to prevent any possible mistake. When the first fold is made, the double edge should be turned down like a hem, and then turned back again in the same manner as for gathering, to make a line for a guide in running.

No 12, is a specimen of the work of this class, exhibiting three tucks, and bordered with a frill as a specimen of whipping, which are both taught in this class.

TWELFTH CLASS.

Marking.

No. 13, is a specimen of the sampler taught in this class, containing the capital and small letters of the alphabet, and the figures up to 10.

General Observations.

When children make a first attempt to perform any of the work in the different clssses, it is desirable to let them practise upon pieces of old linen, in order that good cloth may not be spoiled ; and when the girls are capable of working well, it is of great importance to procure such employment as will improve them. But in many places this cannot easily be accomplished; and caution is requisite in applying for work with the proposition of doing it for small pay, as it may be an essential injury to those who earn their living by taking in needle-work. If work could be procured from persons in the middling and lower class in life, without any other pay than is sufficient to defray the expense of needles and thread ; or if a little fund could be raised to purchase goods at a wholesale price, and after making clothes of them, sell them without charging much for the work, it might afford employment for the children, and benefit the poor.

The introduction of knitting into schools, would in many respects, be advantageous : and if those visitors of schools, who are kindly interested in the instruction of youth, were willing to bestow a little time and attention to the object, it might be easily accomplished.

In the first place, one or two of the monitors in the highest class must be taught ; and when this is done, they will be qualified to teach others. The children in the first instance might be taught to knit stockings for girls of 8 or 10 years of age. If these stockings were given for prizes, the cost of the worsted would probably not exceed the sum usually expended upon the highest rewards, and after some practice they might knit stockings and socks for sale.

As cleanliness is of great importance in needle-work, it is particularly desirable that the monitors should be allowed to send their pupils to wash their hands, when they see it necessary.

PART THIRD.

DISCIPLINE.

Division of Monitors, and other Officers.

The principle of discipline is defined to be Mutual Inspection, or Superintendence:—accordingly, it is the duty of the monitors to superintend their classes, and maintain good order.

The monitors are either subordinate or general.

The former undertake the instruction of their separate classes, and maintain order amongst the pupils intrusted to them. The latter take no part in the instruction of the pupils, but maintain order throughout the school.

The subordinate monitors are
1st. monitors of classes,
2d. Assistant monitors of classes,
3d. Monitors of reading,
4th. Draught monitors,
5th. Monitors of arithmetic,
6th. Monitors of writing.

General monitors are
1st. General monitors of order,
2d. Monitor general of reading,
3d. Monitor general of arithmetic,
4th. Monitor general of writing.

Besides the above, there are other officers such as
Dictator,
Lesson fixers,
Monitor of Books,
Street monitors,
Librarian.

Duties of Monitors of Classes.

As it is the duty of the monitors of classes to teach the spelling-book by dictation, they should be chosen from amongst the best writers in the 6th, 7th, and 8th classes.

Every class has two monitors, who divide the labour between them. Whilst one superintends the class, the other continues at his studies. The number of monitors of classes, is therefore, sixteen.

Duties of Monitors of Classes before Dictating.

1st. The monitors of classes should come to school a quarter of an hour before it begins.

2d. They should take their stations at the right hand extremity of the first form in their classes.

3d. It is their duty to examine whether the desks in their classes are in order, and to inform the general monitor if there are slates wanting or broken.

4th. To see that the boys take their places in the order in which they enter the school, and provide each of their pupils with a pencil.

5th. To see that all the boys in their classes execute the commands of the general monitor.

Duties of the Monitor during the time of Dictation.

1st. To see that all the boys in his class sit with their hands behind them, and their faces towards the dictator whilst he gives out the words for the class to write.

2d. To stand on his bench, and repeat in a distinct manner the word as given out by the dictator.

3d. It is the duty of the monitor to see that every boy under his care is quiet, orderly, and attentive, and that all write the word immediately after it is dictated.

4th. He is to set down on his slate the names of such boys in his class who are talkative, and inattentive to their writing, and to report them to the monitor general of order.

5th. When the sixth word has been dictated, and written by the boys in his class, he is to stand on his bench as a signal to the dictator that his class is ready for inspection.

6th. When the dictator gives the order to inspect, the class monitor is to step off his bench, and inspect the writing of the assistant monitors, if any, and afterwards correct the slates of the pupils on the first form of his class.

7th. He is to see that the assistant monitors inspect in a quiet and orderly manner.

8th. When the inspection is over, he is to remain at the foot of his desk with his face towards the boys until the dictator has given the order to the school to clean slates.

9th. When the slates are cleaned, he is to return to the head of his desk, and take his seat until a second lesson is given out by the dictator.

10th. He is to obey the order of the dictator with alacrity, and on no account to dispute or converse with any monitor or boy in the school, or even with any visitor.

The monitor of the first class is not obliged to conform to this rule. He dictates one letter to his pupils, and then corrects it, and dictates a second to them without considering what is done in the other classes.

Duties of the Monitors of Classes with Regard to the Attendance or Absence of the Pupils.

1st. When the order is given "*to muster*," the monitor of classes takes the class list (see plan) in which the names of the boys are written, beginning at the top.

The boy who sits first tells his name, the monitor turns to it, and opposite the name in the column for the day of the week he makes a dash, and passes to the second boy. In this manner he proceeds to the bottom of the class. In the morning a horizontal dash is made in the column for the day, thus, (—). In the afternoon a vertical one is made crossing the horizontal one, thus (+.) When these marks are wanting, the blanks indicate the absence of the boys.

2nd. The business of mustering being finished, the monitors return to their stations.

Duties of the Monitor of a Class after the Exercises are over.

1st. To report to the monitor-general the conduct of the boys and assistants under his care, and to make an appeal to the master if he think himself aggrieved by the monitor general.

2d. To collect the pencils from the boys of his class, and put them in the drawer at the head of his desk.

3d. To see that the pupils of his class leave the school in an orderly manner.

Duties of Assistant Monitors.

The duties of the assistant monitors are—

1st. To obey the monitor of the class in every thing.

2d. To station himself at the head of the desk which he is to superintend.

3d. To write the words given out by the dictator.

4th. After his writing has been inspected by the monitor, to take his pencil in his hand and examine the writing of each boy in the desk which he superintends.

5th. To show the boys their mistakes in spelling, by drawing a cross through the word. If a letter be omitted, he is to write it over the place where it should stand, and if a wrong letter be inserted, he is to scratch it out, and place the right letter over it.

6th. On no account whatever should he hold the least conversation with the boys, or any other person.

7th. He is to remain at the bottom of the passage with his face towards the head of the desk, after he has inspected all the slates, until the dictator makes a signal.

8th. When the dictator gives the word of command, or makes a signal to the same effect, he is to return to his place.

Duties of the Monitors of Reading.

These monitors are only on duty when the school is reading; and their duties are—

1st. To see that the boys belonging to the classes they are to superintend, leave their forms in an orderly manner with their hands behind them.

2d. To see that the boys are attentive to their reading when the draughts are formed.

3d. To see that the draught monitors are attentive to the reading of the boys.

4th. To report to the monitor general of reading the conduct of the draught monitors and boys belonging to the classes they are to superintend.

5th. To see that the boys return to their seats in an orderly manner after the reading is over.

Duties of Draught Monitors.

The draught monitors are to teach their pupils from the boards containing the spelling-book and reading lessons; they must consequently be chosen from amongst the best readers in the seventh and eighth classes. Each class has several draught monitors.

Duties of Draught Monitors before the draughts are formed.

1st. To render prompt and silent obedience to the commands of the monitor general of reading.

2d. At a signal given by the monitor of reading, he is to leave his class quietly and to stand at the draught station he is to superintend.

3d. To arrange his pupils in a draught with their hands behind them, and their feet close together.

Duties of the Draught Monitors whilst the Children read from the boards.

1st. To make the children read in succession a syllable, word, or sentence, directing his pointer to them on the boards.

2d. To question first the child who is at the head of the draught, then the one who stands next, and so on to the last in the class.

3d. When a boy makes a mistake, the monitor is to repeat the question to the next below him, who, if he can, corrects it.

4th. To make the boy who rectifies an error take the place of the one who committed it.

5th. Never to correct a mistake until every boy in the draught has been questioned, and found not able to answer.

6th. The monitors of the seventh and eighth classes, when reading in the Bible or Testament, need not of course use a pointer. The first boy is to read the first verse; the others, each one in succession. The monitor is to read a sentence himself in his turn with the boys in his class.

7th. To take the lesson from the wall when the monitor general of reading gives the command to "*spell*," and to stand with it in his hands in the centre of the draught with his back to the wall.

8th. To keep his draught constantly employed until the monitor general blows his whistle.

9th. To report to the monitor of reading belonging to his station, those who talk or are idle.

Duties of Draught Monitors after Reading from the Boards is over.

1st. As soon as the whistle is heard, the monitor is to see that the boys in his draught fall into a line with their backs to the wall.

2d. If there be not space enough for him to place the pupils in one line, he must place them in two.

3d. To hang up the lesson and pointer in their former places.

4th. To remain in the passage opposite the draught station until the boys have returned to their seats.

5th. They are then formed in draughts, and exercised in reading under other monitors for half an hour, when they return to their seats in the class.

Duties of Monitors of Arithmetic.

The monitors of Arithmetic are divided into those of the classes, and those of the draughts.

Monitors of the Arithmetical Classes.

The monitors of the Arithmetical classes may be chosen from amongst the pupils who have made the greatest progress in each class. This branch of elementary instruction is so simplified, that a pupil who can read may teach the four rules of arithmetic, even if he be unacquainted with them himself. But commonly the pupils of a higher class in arithmetic are chosen to be monitors of a lower class. This must always be done when it is found that all the pupils of one class in arithmetic have made but little progress in this branch.

Each class in arithmetic has two monitors, who divide the business of instruction between them.

They have nearly the same duties to perform as the monitors of the writing classes.

1st. Punctually to obey the monitor general of arithmetic.

2d. To take his seat at the desk at the head of his class.

3d. He is to dictate to his class in a slow, distinct, and audible voice.

4th. After he has dictated the lesson, he is to make his class *show slates*, and then to examine them.

5th. After he has dictated the key, he is to make his class *show slates*, and then see that each be examined and corrected.

6th. He is to make his class *lay down* and *clean slates*, and go on with another lesson.

7th. He is to keep his class silent, and constantly employed, and to hold no conversation with boys or monitors.

The monitors of classes are at liberty to choose assistant monitors, when the number of their pupils is large, in order that they may be assisted in correcting the slates.

These assistant monitors are always to be chosen from amongst the pupils who have made the greatest progress in each class.

Their duties are nearly the same as those of the assistant monitors in the writing classes.

1st. The assistant monitor is to obey the monitor of his class.

2d. He is to take his seat at the desk at the head of the form which he superintends.

3d. He is to write what is dictated by the monitor of the class.

4th. After his slate has been inspected by the monitor, he is to take it in his hands, and examine the slate of each boy in the form which he superintends.

5th. It is his duty to show a boy his mistakes, to scratch them out, and write the correction over the errors.

6th. On no account to hold conversation with the boys.

Monitors of the Arithmetical Draughts.

The monitors of the arithmetical draughts are all chosen from amongst the best qualified pupils in each class.

Their duties are nearly similar to those of the draught monitors of reading.

1st. They must obey the monitor general of arithmetic.

2d. They conduct their pupils to the arithmetical boards, around which they are to form draughts.

3d. They take care that their pupils bring with them their slates and pencils except the first class in arithmetic.

4th. To see that the pupils dictate the rule by which they are to work the sum, in the manner described in the Second Part.

5th. They make them *show slates* when the example in one rule is finished, and clean them again when they are about to dictate a fresh example.

6th. They maintain order and activity in the draughts.

7th. They lead back their pupils to their places.

Duties of the Monitors of Writing.

The monitors of writing are chosen from amongst the best writers in the school, they are to render prompt obedience to the monitor general of writing: each class is superintended by a monitor whose duty it is:

1st. To take charge of the copy books of the boys belonging to his class.

2d. To see that each boy is provided with a copy book, copper-plate copy, and a pen at the time of writing on paper.

3d. To mend the pens of the boys in his class, if necessary, during the time of writing.

4th. To inspect the writing and correct with a lead pencil the errors of his boys.

5th. To collect the copy books, copies, and pens, and put them in their proper places.

Duties of General Monitors of Order.

As the preservation of order and the superintendence of the exercises constantly require the presence of a general-monitor, it is necessary that two pupils should be chosen for general monitors of order, so that whilst one superintends the school, the other may pursue his studies at his desk on the platform.

The office of monitor general of order being a place of honor, it should be granted to a pupil who is worthy of it. Consequently the boys in the eighth class who have made the greatest progress in reading, writing, and arithmetic, and whose conduct has been the most regular, have a right to aspire to the station of monitor general of order.

The master appoints a pupil to this office, and he does it with some degree of formality. The duties which devolve on the monitor-general of order are very numerous. We shall endeavour to describe them as exactly as possible.

The monitor general of order stands on the platform to give all his commands, and is only accountable to the master.

Duties of the Monitor General of Order before dictating begins.

1st. He should be the first in the school room.

2d. At a quarter before 9 o'clock, he opens the door for the monitors, and at nine precisely, he admits the children into the school room.

3d. At ten minutes after 9 o'clock he calls over the names of the monitors.

4th. He sets down the names of the absent monitors on a slate, and appoints others to act in their places.

5th. He directs the monitors to give out pencils to the boys of their classes.

6th. His next command is "*Clean slates.*"

7th. After the slates are sufficiently cleaned, the monitor general gives a signal to leave off by blowing his whistle. The pupils then put their hands behind them.

8th. His next command is, *Monitors Inspect.* The monitors then examine the slates of their classes, to be certain that they have been cleaned well. The monitors then stand on their benches to show the general monitor that the inspection is finished.

10th. The general monitor closes the door, and the master reads a portion of the Scriptures.

Duties of the Monitor General of Order during the time of Dictating.

1st. He is to superintend and direct the whole business.

2d. He is to see that the dictator gives out a word to each class in regular succession.

3d. He is to hold no conversation or argument with any boy, monitor or visiter.

4th. Whenever he sees any boy or monitor inattentive, or committing any impropriety, he is to call to him by name, and set it down in his report.

Duties of the Monitor General whilst the Reports of Boys present are Taking.

1st. To shut the school-room door before he gives the order to muster.

2d. To have the class list marked when the dictating is over. After the monitors have given their classes in charge to the assistant monitors, they take a pen, and mark the children who are present in their class list. (see class list p. 14.)

3d. He keeps the children in order whilst the monitors of the classes mark their lists.

4th. The mustering being finished, he leaves the direction of the school to the monitor general of reading, during the time of reading.

5th. He goes to his desk on the platform and pursues his studies, during the time the school is under the direction of the monitor general of reading.

Duties of the Monitor General of Order when the Business of Teaching is over.

1st. At a quarter before twelve he is to ring the bell, in order to let the monitors and scholars know that it is time to leave off.

2d. He observes whether the dictator has put away his dictating boards.

3d. He sees that the monitors collect the pencils from the boys of their classes, and that they put them in the drawer at the head of their desks.

4th. He rings the bell as a signal, on which the children put their hands behind them.

5th. He then reads aloud the names of the children who have behaved well, desires them to leave their forms, when they are rewarded with tickets by the Teacher.

6th. He also reads aloud the names of the children who have behaved badly, and orders them to remain in the school-room instead of going away with the rest of the children.

7th. He orders the pupils out of their seats, by saying, *Look*; (making, at the same time, a motion to the right or left)—*Out*: The pupils

rise out of their seats and stand.—*Front:* They turn so as to face him. He then gives the command, *Take hats:* when every boy takes his hat and places it on the desk before him. *Hats on:* Here the hats are raised to the head. *Hands down:—Look:* He makes a sign with his hand to the right or left, and then commands them to *Go:* The pupils walk out in order before the master, each class with the class monitor at its head.

8th. When the pupils are gone out, the monitor general sees that all the lessons, slates, badges, &c. are put away by the monitors in their proper places, and that they always keep the school-motto in mind—"A place for every thing,—And every thing in its place." The duties of the monitor general of order, during the exercises in the afternoon are the same as those he has fulfilled in the morning.

He admits the pupils at 2 o'clock precisely, and dismisses them at five.

At the close of the afternoon school, he makes the monitors of the classes pass in succession before the master, and reports what their conduct has been during the day.

Duties of the Monitor General of Reading.

The monitor general of reading should be one of the best readers in the school—he, as well as the other general monitors are under the monitor general of order.

His duties begin when it is time to call the school out to read, and are as follows:

1st. He sees whether all the draught monitors are present, and if any be absent, he appoints others in their places.

2d. He orders the monitors of reading to their stations.

3d. He orders the draught monitors to their reading stations.

4th. He goes to the platform and rings the bell to fix the attention of the children.

5th. He says, *look*: making a sign with his hand to the right or left. The pupils turn as they are directed, and he says *out*—the children rise—he then gives the command to the boys to *go*: upon which each class leaves its form and goes to its draught station.

6th. He gives the command *form draughts:* upon which the pupils form round their reading lessons.

7th. His next command is, *read:* the draught monitors then point to the lessons and the first boy in every draught commences reading.

Duties of the Monitor General of Reading whilst the School is Reading and Spelling.

1st. He is to go through the different draughts to see that order be preserved by the monitors of reading.

2d. He is occasionally to hear the different draughts read in order to ascertain whether the draught monitors pay strict attention to the stops, and to correct pronunciation.

3d. He is to hear the complaints of the draught monitors through the monitors of reading, as also the requests of the children, neither of whom can leave their draughts without his permission.

4th. He sets down the names of the good and bad draught monitors, as reported to him by the monitors of reading.

5th. After the children have read three quarters of an hour, the monitor general of reading gives a signal to leave off by blowing his whistle. He then orders the draught monitors to hang up pointers, on which they suspend them on a nail to the wall.

6th. His next command is, *Spell:* The draught monitors take down the lesson boards which had been suspended to the wall, and spell their pupils for a quarter of an hour. At the expiration of which time he blows his whistle for the children to stop spelling.

7th. He orders the children to open draughts, upon which the boys form a line round the room.

8th. He goes through the line formed by the children and distributes a ticket to each of the draught monitors and to the head boy in each draught. The direction of the school is then entrusted to the monitor general of order, who commands the pupils to return to their writing in which they are occupied until the school closes.

Duties of the Monitor General of Reading when the School has done Reading and Spelling.

After the pupils have returned to their seats, the draught monitors should station themselves at the head of the classes which they have superintended.

The monitor general of reading desires them to form one or more reading circles, and to exercise themselves in reading for a certain time, in these words:—*Draught monitors—Look:* (He then makes a sign with his hand to the right or left.) The monitors turn as they are directed, and he says, *go.* The draught monitors range themselves in draughts under the superintendence of one or more pupils, who should be the best readers in the school.

When the draught monitors have been exercised in reading and spelling for half an hour, the monitor general of reading makes them leave off, and says, *Draught monitors—Look:* He also makes a sign with his hand to the right or left, and says, *go:* The draught monitors return to their writing classes. The monitor general of reading and the monitors of reading, read and spell with the draught monitors.

Duties of the Monitor General of Arithmetic.

The monitor general of arithmetic should be the boy who has made the greatest progress in arithmetic. He is only engaged on those days that are set apart for ciphering. His duties are,

1st. To take notice whether the pupils of the 6th, 7th, and 8th, classes enter the arithmetical classes with order and stillness, and

whether they quickly obey the monitor general of order, when he desires them to go to their seats, takes their slates and clean them, &c. He also observes whether the monitors of the arithmetical classes take their stations at the monitors' desks belonging to their class.

2d. He distributes to the monitors of the arithmetical classes small boards containing the sums which they are to dictate to their pupils.

3d. He gives the command for dictating in these words, *Monitors, begin.*

4th. Whilst the rules of arithmetic are dictated, the general monitor of arithmetic goes through the different classes, to see that the monitors do their duty, and that the pupils are attentive and assiduous.

5th. He hears the requests of the children, he warns the idle, and sets down in his report those who persist in doing wrong.

6th. He writes on his slate the names of the good and bad monitors.

7th. When the pupils have been engaged for some time in writing from *dictation* the rules of arithmetic, he makes them do the same sums over again, without the assistance of the keys.

8th. For this purpose he desires the monitors of arithmetic to suspend their labours, by saying, *Monitors rise.* The monitors of arithmetic stand upon the benches in the places that they occupy.

9th. He then writes upon his slate the number of pupils in each class, in order to divide them into draughts. He names the monitors who shall superintend these draughts. He makes them leave their seats, and range themselves in a line at the head of their classes.

10th. He says to all the pupils of the arithmetical classes, except those of the first division of the first class, *Look—Out—Front—Take up slates.* The monitor general then says, *Look:* He makes a sign with his hand to the right or left, and says, *Go:* The pupils of all the arithmetical classes, turning as directed, go out one after another, under the superintendence of the monitors of draughts, and range themselves in draughts in the place pointed out by the general monitor.

The monitors of draughts immediately begin the exercises.

11th. Whilst the pupils are engaged in working sums in the four rules, from the boards, the monitor general of arithmetic goes through the different classes, and maintains order and quietness.

12th. When the ciphering is finished the pupils form a line, with the monitors at the head of the draughts.

13th. The monitor general then distributes a ticket to the first child of each draught.

14th. He gives the following commands to the pupils: *Look*, making a sign with his hand to the right or left:—The pupils turn as they are desired. *Go:* The pupils under the superintendence of their monitors, return to their arithmetical classes. *Front:* The pupils face the general monitor. *Lay down slates:* The children lay their slates on the desk, *In:* They take their seats. The monitors of the arithmetical classes get upon their benches, and keep order until the close of the school.

15th. The monitor general of arithmetic is to be obedient to the monitor general of order.

Duties of the Monitor General of Writing.

The monitor general of writing is only on duty on those days that the pupils are engaged in writing on paper.

Those who write on paper are chosen from amongst the children who excel in writing on slates; they assemble at the desks of the 7th, and 8th classes, and are classed agreeably to their proficiency in writing.

The duties of the monitor general of writing are,

1st. To see that the slates be put away from the desks of the 7th, and 8th classes where the children assemble to write on paper.

2d. To see that the pupils take their seats at those desks in a quiet and orderly manner.

3rd To see that the monitors of writing take their stations at the head of their respective desks, and that each be supplied with a pen-knife and lead pencil.

4th To see that the monitors give out a copy-book, copper-plate copy and pen to each boy.

5th. When the pupils are supplied with copy-books, &c. the monitor general then gives the command: *point pens to your shoulder:* The pupils then point the upper part of their pens to their shoulders; he then commands them to write *first line:* After the pupils have all written the first line, which is known by the boys laying down their pens, the monitors then inspect the writing, correct the errors, and mend the pens if necessary. He next gives the order to write the *second line:* the boys continue writing in this manner until the copy be finished. The monitors are to see that the boys hold their pens correctly, and sit in an easy and graceful manner during the whole time of writing.

When the business of writing is finished the monitor general goes through the classes and reports to the teacher for confirmation those boys who are fit to be promoted to a higher class, and they are rewarded with tickets.

6th. His next duty is to see that the monitors collect the copy-books, copies, and pens, and put them away in their proper places.

Duties of the Dictator.

The boys who are selected for the office of dictator, must be chosen from the 8th class, and care should be taken in selecting boys who articulate in a clear and distinct manner, and are well versed in Walker's mode of pronunciation.

The dictator is only on duty when the school is under dictation. His duties are,

1st. To stand at the foot of the first desk of the 8th class with his face turned towards the monitor, and from the lesson selected for the day he dictates the word deliberately, giving out the letters and syllables which the whole class write on their slates; for instance, *Communicate.*—c-o-m, com, m-u, mu, n-i, ni, c-a-t-e, cate, Communicate.

The monitor is required to repeat the word and number in the same audible and distinct manner, and to observe that every boy has his face turned towards him whilst he is repeating the word. The dictator now goes to the 7th class and dictates a word which is also repeated by the monitor. He proceeds in this manner down to the second class.

When six words are given out he takes his stand upon the 1st sand desk, and when all the boys have written their words, (which is known by their putting their hands behind, and the monitor standing) he gives the order, *Prepare for inspection:* the monitors then leave their seats, inspect the slates of their assistant monitors, and stand at the head of their forms. The dictator gives the order *Inspect:* upon which the monitors and their assistants inspect the writing of their respective desks, and remain at the foot of their forms with their faces turned towards the boys.

The dictator now gives the command, *clean slates*: upon which the boys clean their slates; after the slates are sufficiently cleaned, the dictator makes a signal to leave off by blowing his whistle, the pupils then put their hands behind them. The dictator makes a signal with his hand for the monitor to examine the slates to see that they be cleaned.

He now gives out six words more, observing to repeat after the first word, No. 7. and so continues till the dictating be over.

Duties of the Lesson Fixers.

The duties of the lesson fixers are,

1st. To suspend to the wall at the draught stations prior to the school being called out to read, suitable lessons for those classes that read from the boards.

2d. After the reading is over to hang up the lesson boards in their proper places.

Duties of the Monitor of Books.

The monitor of books has the care of the book-case in which the books are kept, and no person has access to them without his permission. His duties are,

1st. Previous to the school being called out to read, to place at the draught stations books for those classes that use them.

2d. After the reading is finished to collect the books and put them carefully away in the book-case.

Duties of the Street Monitors.

The street monitors are placed at the different avenues leading to the school. Their duties are,

1st. To see that the boys go away in an orderly manner when the school is dismissed.

24. To report to the teacher those who behave in a disorderly manner.

The Librarian.

The librarian has the care of the library belonging to the school, and his duty is to give out to those boys who have distinguished themselves by their good behaviour, any book under certain regulations for the government of the library.

QUALIFICATIONS AND DUTIES OF MASTERS.

The influence of the conduct and example of adults on the infant mind has been much too slightly regarded, though it would seem sufficiently obvious, that the habits and characters of children are formed upon the model of those to whom they look up for support and protection. If *these* indulge in angry passions, show a disregard to truth and sincerity, and are otherwise immoral in their conduct, can it be a matter of surprise that the children should be depraved? Accordingly it appears, on investigating the cases, and tracing the history of many who have become the pests of society, that they have fallen into criminal practices in consequence of the evil example of their parents and the neglect of a proper education.

The persons selected for masters and mistresses must not only possess the most unblemished characters with regard to moral conduct, but should also be imbued with a deep sense of the importance of religion: they should in all their actions give proof of the strictest regard to truth and sincerity; their dispositions should be frank and open, they should have a perfect command of their own tempers and passions; and while they are capable of displaying firmness upon all proper occasions, their ruling disposition should be benevolence and kindness; they should govern by love rather than by fear, and make it their constant endeavour to convince the understandings of their pupils of the *reasonableness* of every thing which is required of them. Having in the first place secured the affections of the children, their government will become easy and delightful:—an instructor should enter into the views and feelings of children, and make human nature his study, availing himself of little incidents as they occur, to improve the moral feelings of the pupil, to enlarge his views, and engage his affections on the side of virtue and truth—these are points of the highest importance, and a deficiency in these qualifications cannot be compensated, by the most profound erudition.

As the education in these elementary schools, as far as regards mere learning, is principally confined to reading, writing, needlework, and arithmetic; nothing more will be absolutely required in a master or mistress of these schools, than a perfect knowledge of these

branches of instruction; and such is the excellence of the Lancasterian System, that if the organization of the school be exactly maintained, even a moderate degree of learning on the part of the master, provided he possess the higher qualifications, will be sufficient: but it is still highly desirable that every teacher should constantly endeavour to increase his stock of useful knowledge, by availing himself of every opportunity consistent with the due discharge of his duties, for the improvement of his mind. He may thus extend the sphere of his usefulness, and be enabled to see more distinctly where improvements may be suggested Besides its beneficial effects upon the children, a kind and benevolent disposition in the master will operate favourably upon the parents of the children: the master should take opportunities to pay them friendly visits, and secure as much as possible their co-operation with him, in training the children to habits of cleanliness, diligence and virtue. Such conduct would also make a favourable impression upon those who visit the school, and dispose them to assist in its support.

They who devote themselves to the education of youth should be deeply sensible that they are undertaking a highly responsible charge: Upon *them*, to a considerable extent, will depend the habits and characters of the men and women of the next generation; and if they discharge their trust conscientiously, they may fairly be considered as the most useful members of society; and whether they receive their merited reward from men or not, they will not fail of what is infinitely more valuable—the approbation of Heaven. The duties of the master, or mistress, may be arranged under the following heads.

Mode of examining the Boys in Reading; and transferring them to a higher class.

In the last week of every month all the boys in the school (except those that are in the 8th class) are examined individually by the master, on their proficiency in reading. And each boy who is found to be perfectly master of the lessons of the class to which he belongs, is on the Monday following transferred to the next higher class.

The absentees on this occasion, are examined on their first attendance.

On the last Saturday of the month, the master makes out a new set of class-lists. In doing this, the names of the boys that, on examination, were found qualified to be promoted, are transferred to the next higher class in the new list. The promotions are also noted in the Literary Register.

Mode of examining Boys in the Arithmetic Classes.

The monitor general takes down on a slate, the names of the boys that he observes, in the discharge of his official duty, to distinguish themselves while ciphering in draughts. He also inquires of the

monitor of each draught, if he has any boys qualified for examination, and takes down on his slate the names of the boys reported.

When the business of the school closes, the monitor general takes up the slate to the master. Next day, in the course of the time appropriated to ciphering, these boys are called up and examined by the master.

All the boys reported from the first class, are called up at the same time, and questioned on their knowledge of the Addition table. Those that show a sufficient knowledge of it, pass immediately to the second class.

Those boys from the second class are next called up, and have an example in simple addition dictated to them by the master, standing in a situation that they cannot copy from one another. The boys who work this example readily and correctly, are promoted to the third class.

The boys from the other classes are examined in a similar manner: and after they are all examined, the promotions are recorded in the Literary Register.

The boys belonging to the first division of the first class are not registered as being in arithmetic; their business being merely introductory to that of the second division of that class.

Mode of inquiring after Absentees.

An inquiry is made after absentees every month.

The name of every scholar who shall have been absent six days or more in a month, is entered in an absentee book, together with the length of his absence; and to the parents or guardians of each of these delinquents, is delivered a printed notice of the length of the child's absence, and information that he will be expelled, unless in future he attend school more regularly. When this notice is delivered, the cause of absence is inquired, and whether punctuality may be expected in future. The information thus obtained, is entered in the absentee book opposite the offender's name. This book is laid before the School Committee at their visits; and they are invested with discretionary power, to expel publicly any child whose attendance shall not become more regular in consequence of such notice.

EMULATION AND REWARDS.

To some boys, the pleasure of excelling their compeers, and of obtaining the approbation of their master is sufficient incitement: but to promote a more general emulation, every boy is rewarded who distinguishes himself in performing his lesson, or by his attention and orderly conduct in the school.

Tickets made of pasteboard, and of the nominal value of one eighth of a cent, are distributed according to the following regulations:

Daily Rewards.

	Tickets.
To each Monitor General of Reading, Writing and Arithmetic, when present and engaged in his official duty,	8
To each Monitor of Reading, per day, when present,	4
To each Monitor of Writing, per day, when engaged,	4
To each Monitor of Arithmetic, when on duty,	4
To each class Monitor, per day, when present,	4
To each assistant Monitor, per day when present,	2
To each Draught Monitor, after every exercise,	2
To the head boy of each Draught, after every exercise,	1
To each Lesson Fixer, when performing the duty of lesson fixer,	2
To the pointing stick fixer,	1
To each Street Monitor,	4
To the Dictator,	4
To each Sweeper,	3

Boys sent after absentees to be rewarded at the discretion of the Teacher.

Promotions.

1st. The Draught Monitors, on discovering any scholars in their draughts, who can read and spell their class lessons so well, that in their opinion they ought to be promoted, shall report them to the teacher, through the monitor of reading, for promotion.

2d. Every scholar, when promoted to a superior class, shall receive twelve tickets.

3d. Each arithmetic scholar, who has acquired a knowledge of the four simple rules, on being advanced, shall receive twelve tickets; and on being promoted to the rule of three, twenty four tickets.

4th. Each scholar attaining to the eighth class, shall be entitled to receive fifty tickets.

5th. Each teacher shall have discretionary power to distribute one thousand tickets monthly, to such boys, as from his own observation, or the reports of the monitor General may be deemed deserving of special reward.

PUNISHMENTS.

The forfeiture of tickets, and confinement after school hours are the principal punishments used.

List of Fines.

	Tickets.
Talking, playing, inattention, out of seats, &c.	4
Being disobedient or saucy to a monitor,	4

	Tickets.
Disobedience of inferior to superior monitors,	8
Snatching books, slates, &c. from each other,	4
Monitors reporting scholars without cause,	6
Moving after the bell rings for silence,	2
Stopping to play, or making a noise in the street on going home from school,	4
Staring at persons who may come into the room,	4
Blotting or soiling books,	4
Monitors neglecting their duty,	8
Having dirty face or hands, to be washed, and fined,	4
Throwing stones,	20
Calling ill names,	20
Coming to school late, for every quarter of an hour,	8
Playing truant, first time,	20
Ditto second time,	40
Fighting,	50
Making a noise before school hours,	4
Scratching or cutting the desks,	20

The teacher is empowered to fine at his discretion, for offences not enumerated above, and augment fines in aggravated cases.

At the time any of the preceding rewards are given or forfeitures exacted, silence may be rung for, and proclamation thereof made.

Boys frequently playing truant, or behaving notoriously bad, shall be reported to the school committee, who may, if they think proper, immediately and publicly expel said boys.

Monthly, at the time of the last meeting of the school committee for the month, the boys holding a balance of tickets, receive from the school committee or teacher, prizes equivalent thereto in value. The prizes consist of small books, and play things, such as tops, marbles, &c.

SPECIMENS

OF

NEEDLE-WORK.

No. 1. First Class.

No. 2. Second Class.

No. 3. Third Class.

No. 4. Fourth Class.

No. 5. Fifth Class.

No. 6. Sixth Class.

No. 7. Seventh Class.

No. 8. Eighth Class.

No. 9. Ninth Class.

No. 10.

No. 11. Tenth Class.

No. 12. Eleventh Class.

No. 13. Twelfth Class.